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AN ANALYSIS OF SUPPLEMENTARY READING MATERIAL FOR GRADE ONE

A Service Paper
Presented to
the Faculty of the School of Education
Boston University

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

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by
Barbara R. Frey
May 1948

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CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS

The problem of providing adequate supplementary reading material for first grade beginning readers has been of paramount importance. The choice of appropriate material and the subsequent placement of this material in a sequence which assured its most successful utilization by children required an analysis of the material in terms of the experiences of children and the objectives of the reading program. These objectives have often been guided through a specific reading series which for purposes of this study has been designated as the Curriculum Foundation Series published by the Scott-Foresman Company of Chicago, Illinois.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study (I) to compare the vocabularies of first grade basal readers -- pre-primers, primers, and first readers -- and of other books for children with the vocabulary of the Scott-Foresman readers for first grade; (2) to compile a graded bibliography of these books; and (3) to compile an additional selected bibliography of books to be used for the enrichment of concepts found in the stories of these first

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grade books of the Curriculum Foundation Series.

Importance of the study. The first grade reading program has been based on the premise that a child experienced reading as a process of getting ideas from the printed page and in so doing becomes familiar with words as symbols of these ideas through repetition in meaningful content and becomes more competent in fluent and accurate reading at each level.

Since children have brought varied experiences and understandings to the reading program, teachers have been faced with the problem of supplementing those which were inadequate and of enriching those which were limited in order that the mechanics of the reading process might be successfully taught. Success at each level and preparation for each succeeding level has been facilitated through the use of an abundance of easy and interesting books. The field of children's literature as well as supplementary basal readers have been sources of this material. With an emphasis upon the importance of adequate understanding of underlying concepts and with a realization of the value of a controlled vocabulary, this study has been undertaken.

II. DEFINITION OF TERMS USED

Basal readers. Books designated as basal readers were those books or series of books the vocabulary of which

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has been so controlled as to provide for continuous growth in word recognition.

Vocabulary. The first grade vocabulary of the Scott-Foresman Curriculum Foundation Series Readers included all words used in the pre-primers -- We Look and See, We Work and Play, We Come and Go --, in the primer, Fun with Dick and Jane, and in the first reader, Our New Friends, with the exception of those words formed by the addition of -s, -ed, -ing, and -'s to a root word previously included. The vocabulary of all other books analyzed included those words used in the reading content of the books with the exception of proper names and of those words formed by the addition of the suffixes, -s, -ed, -ing, and -'s.

Literature books. Books which were written to be read to children and to be read by children but the vocabulary of which was not controlled were considered as literature books.

Story units. In this study story units have been interpreted as groups of stories in the Curriculum Foundation books for grade one which are centered around specific themes as revealed in the analysis of story content.

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Since the primary aim of the first grade reading program is in building a substantial basic recognition vocabulary, research in this area has been extensive. In a series of studies Hockett compared the vocabularies of thirty-three primers[1], twenty-eight first readers[2], and twenty-nine second readers[3] published before 1935. In each study he analyzed the books to discover the number of running words, the vocabulary load, the number of repetitions of words, and the occurrence of each word in the Gates Vocabulary List. Of major importance here are

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1. Hockett, J.A., and Neeley, Deta P., "A Comparison of Vocabularies of Thirty-three Primers", Elementary School Journal, 37: 190-202, November 1936.
2. Hockett, J.A., and Neeley, N.G., "The Vocabularies of Twenty-eight First Readers", Elementary School Journal, 37:344-52, January 1937
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the statistics on vocabulary loads. In the primers studied the number of different words included vary from 175 to 480 with the results from the combined lists totaling 1,713 words. First readers present from 377 to 831 words per book and a grand total of twenty-eight hundred words, while second readers include typically two thousand words. In each case the studies also indicate that despite the apparently lengthy lists the trend is toward a reduction in vocabulary load at these levels and toward an increased number of repetitions for each new word. Those books published more recently also show a larger number of their words occurring in the first one thousand words on the Gates List. A follow-up study by Hockett[4] on six primers and seven first readers published after 1935 serves to substantiate the previous conclusions in its indication of a trend toward more restricted vocabulary. The six recent first readers present a vocabulary load averaging only seventy-eight per cent of that of the older first readers. The seven first readers have seventy-one per cent of the average number of different words of the previous thirty-three primers.

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5. Rudisill, Mabel, "Selection of Pre-Primers and Primers", Elementary School Journal, 38:683-93, 767-75, 1938.

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vocabularies of twenty-six pre-primers and seventeen primers to find the pre-primers which best prepare for primer reading, the primer for which there was the most adequate pre-primer preparation, the best sequence of pre-primers for children of different reading abilities, and the best sequence of primers for children of different reading abilities. A tabulation of the occurrence of words was made. The words each pre-primer had in common with each primer, the words each pre-primer had in common with each other pre-primer, and the words each primer had in common with each other primer were tabulated. From these tabulations percentages were figured. Based upon these, generalizations could be made as to a desirable sequence of pre-primers and primers. The study discloses that pre-primers and primers vary widely in the total number of different words presented - from 36 to 249 in pre-primers and from 200-429 in primers. Furthermore there is a wide variation in the extent to which vocabularies of pre-primers and primers were identical. The percentage of vocabulary of pre-primers contained in various primers varies from nine to one hundred; the percentage of vocabulary of primers contained in various pre-primers ranges from three to thirty-two; the percentage of vocabulary of pre-primers in other pre-primers ranges from three to eighty-six; the percentage of vocabulary of

primers in other primers varies from nineteen to sixty-seven. In conclusion the study indicates that because of this wide variation in the extent to which the vocabulary of pre-primers and primers are identical, the sequence in which these books are read is an important factor in determining a child's program in beginning reading, the sequence being dependent upon identity of vocabulary.

MacLatchy[6] chose twelve pre-primers on the basis of their use of a small but wisely chosen vocabulary, the interest element in the stories, and the contribution of their illustrations to the meaning of the content. The study shows that a total of 554 words are included and of these there are 160 different words. The frequency of use of these words varies from one word used in all books to 58 words that are used in only one book. From this data it is suggested that in lieu of a common basic vocabulary it is wise to determine the words which are in common use in a number of books and let these serve as stepping-stones in a stream of simple context.

MacLatchy[7] followed this report with the record of achievement of twenty-one first grade children who followed the plan previously suggested. These children

6. MacLatchy, J. H., "Variety in Pre-Primers", Educational Research Bulletin, 23:113-22, May 1944.
7. MacLatchy, J. H., "Many Books Read by A First Grade", Educational Research Bulletin, 23:123-24, May 1944.

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read twelve pre-primers, two primers, and five first readers. Each child read in addition one easy book a week which had been borrowed from the library. Scores on the Gates Primary Reading Test were tabulated as follows:

Test	Reading Grade	Reading Age
Word Recognition	2.6	8
Sentence Reading	2.55	7-11
Paragraph Reading	2.75	8-2.5

These seem to verify the value in the use of a sequence of carefully graded books and to suggest that repeated experiences with the same word in different interesting and simple contexts would be worthwhile.

A comparable study by Curtis[8] yields this information concerning pre-primers. Since there is found to be a wide variation in the difficulty of selected pre-primers, a core vocabulary is more valuable than a text vocabulary for the reading of books or units from other series. An emphasis on the functional value of a word is suggested if extensive reading is desired. This systematic work with a core vocabulary coupled with careful selection of units to be read would make wide reading possible and practical for beginners.

In an effort to establish a basic list of words

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8. Curtis, H. A., "Wide Reading for Beginners", Journal of Educational Research, 32:255-62, December 1938.

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Test	Reading Grade	Reading Age
Word Recognition	2.8	8
Sentence Reading	2.85	7-11
Paragraph Reading	2.75	8-2.8

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commonly used at the various levels Betts[9] analyzed the vocabularies of the pre-primers, primers and first readers of thirteen recently published basal series. His findings indicate that a tabulation of words was not in itself sufficient but that knowledge of frequency of spread and useage was essential. In addition this study confirms the previously stated conclusions that readers vary in the number of different words as well as in the number of running words creating in turn a problem in guiding the reading program of numerous school children.

At a later date Stone[10] working with twenty-one basal books at each of pre-primer, primer, first, second, and third grade levels formulated an up to date graded vocabulary in primary grade reading. Of the total 5,314 words only 2,164 different words appeared in a sufficient number of books to warrant inclusion in the graded vocabulary. In the list each word was graded at one of eight levels from pre-primer through difficult third, and its placement in the International Kindergarten Union List, Gates 1935 List, Buckingham-Dolch, and Burglund-Durrell Lists was indicated. Stone concludes that the mastery of the large number of words necessary for

9. Betts, E.A., "Study of Vocabulary of First Grade Basal Readers", Elementary English Review, 16:65-9, Feb.1939.
10. Stone, C.R., "A Vocabulary Study Based on 107 Primary Grade Books", Elementary School Journal, 42:452-55, February 1942.

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independence in reading at third grade level can not be done through the usual five book progression alone because of the extreme emphasis in primary education today on restriction of vocabulary. Therefore, he further states, we have the problem of providing for sufficiently easy material at each level.

The need for grading material as to vocabulary was shown in a study by Krantz[11]. Three hundred and nine primary readers were graded according to the number of new words per thousand running words. A variation in rate from 26/1000 to 514/1000 resulted. It was further discovered that there was no apparent relationship between range of difficulty and intended grade placement. It was found in some instances that third grade books were introducing words more slowly than first grade books in the same series, but that on the whole better results are obtained if a series is read through primer level before introducing unrelated pre-primers. In preference to random selection of books Krantz favors grading the primary program so that supplementary books are presented in order of difficulty in relation to the chosen basal. This plan, he claims, assures better word assimilation by providing maximum repetition in relation to introduction of new

11. Krantz, L.L., "Engineering a Primary Grade Reading Program", Elementary School Journal, 45:386-93, Mar1945.

words. He summarizes the values of the program in three instances. First, the graded material gives the program continuity. Second, it tends to make the teaching more objective. Third, it tends to assure that the vocabulary preparation for initial textbooks would be sufficient to allow the child to concentrate on content.

Kyte[12] devised a core vocabulary for primary grades based on a compilation of core vocabularies and results of various related studies in writing, spelling, oral and written use. The list includes one hundred words, all but three of which are introduced at first grade level according to Stone's Reader Placement List. The value of the list is stated to be in the fact that most children would have understanding of these words thus making them useable in all phases of class work.

Since words alone do not constitute the only vocabulary problem, Manwiller[13] made a detailed analysis of two readers to determine the concepts or experiences required of the readers to understand and interpret the contents of the books. (In conducting the experiment children in the latter half of their kindergarten year and

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the beginning half of the first grade year were chosen at random from fifteen elementary schools in Pittsburgh.) The concepts and experiences were organized under eight headings including color, number concept, properties and ownership, food and dishes, sounds, activities, concepts (mechanical, socio-civic, transportation, nature) and vocabulary (animals, objects). In preparation for the experiment the books were analyzed by words, phrases, and sentences for experiences and concepts presented. Teachers recorded children's responses to questions of what and where of certain pictures associated with the listed concepts against a prepared check list. The results were compiled and the number of concepts understood by each child was compared with his mental age to determine the correlation, if any. The two major conclusions state that the two readers were found to be quite different in type and variety of concepts presented thereby directly affecting the kinds of experiences essential for the reader. The concepts varied as to frequency with which they were understood with mental age acting as a factor only in certain categories.

An interesting application of the vocabulary studies was seen in Traxler's[14] correlations between the

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14. Traxler, A.E., "The Relationship between Vocabulary and General Achievement in the Elementary School" Elementary School Journal, 44:578-8, June 1944.

word meaning score and the total score on Stanford Achievement Tests. The results for grades 4 - 8 showed a mean correlation of .827. These scores were also compared with the results of Kuhlman-Anderson Tests. Traxler concludes that the word meaning score is a good predictor of total score on the Stanford Achievement Test, and that the word meaning score is a better predictor of total achievement than the I.Q. as measured by the Kuhlman Anderson Test. This high relation of word meaning to total achievement indicates that in an attempt to improve achievement, more emphasis might well be placed on vocabulary.

Courtier[15] studying twenty primers published since 1930 determined such fundamental factors as extent and frequency of vocabulary, interest appeal, worthwhile material, sentence structure, and pictures as criteria for selecting primers. He summarizes the implications of the vocabulary studies in his findings that the reading of an abundance of interesting simple material is essential to rapid growth in habits of fluency and accuracy in reading and growth in interpretation. Fluency in reading stimulates a liking for reading and a love of books. If the material is to be simple there must be frequent repetition of the words in an interesting manner. Word drills, word games, and

15. Courtier, A.M., "Criteria for Selecting Primers", Elementary English Review, 16:271-78, November 1939.

15. Courtis, S.A., Criteria for Selecting Primers. Elementary English Review, 16:271-76, November 1939.

phonic exercises do not stimulate interest to the extent that reading does and are therefore, less satisfactory and less effective than practice in word recognition through the actual reading of interesting story material. This then directs attention to the need for and the adequacy of supplementary material.

From a questionnaire on general organization, content, vocabulary control, methods and materials of primary grade reading sent to four hundred selected authorities including teachers, principals, supervisors, superintendents, and instructors in reading methods Russell[16] received 125 complete answers. In answer to a question concerning the printed accessories favored, cost considered, twenty-three per cent name supplementary readers. It is believed that more frequent mention would have been made had the questionnaire clearly stated that books were to be considered as "accessories".

From a study at Junior High School level Miller[17] concludes that extensive reading by pupils having definite information goals in mind was most conducive to vocabulary

16. Russell, D.H., "Opinions of Experts about Primary Grade Basic Reading Programs", Elementary School Journal, 44:602-9, Jan. 1944.
17. Miller, G.E., "Vocabulary Development Through Extensive Reading", English Review, 30:664-66, October 1931.

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16. Russell, D.H., "Opinions of Experts about Primary Grade Basic Reading Programs", Elementary School Journal, 44:502-8, Jan. 1944.

17. Miller, W.S., "Vocabulary Development Through Extensive Reading", English Review, 30:884-86, October 1931.

growth. This use of extensive reading materials was a motivating force which resulted in improved vocabulary through greater interest. Tests given to the children in the experimental group verify this conclusion.

According to Boney and Leman[18] who reported on a program of extensive and individual reading for beginners as practiced in East Orange, New Jersey, it was found when working with average and above average children that much more freedom in the use of material is valuable.

Gray in a discussion of the basic premises of reading programs states, "Reading is no longer the fenced-in pasture of the grade reader; it is all the wide territory that a child is ready to explore."[19] Every teacher is a teacher of reading. Common to all programs is the emphasis on meaning and the guidance of child purposes and interests.

Attempts to define and measure children's preferences in literature are difficult in that objective measures have not been developed. Furthermore, as Stone[20] suggests there is a great variety in reading maturity and specific function.

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18. Boney, C.D., and Leman, Edna, "Individuality in Beginning Reading", Education, 59:17-20, September 1938.
19. Gray, W.S., "Basic Premises of Reading Programs", Elementary English Review, 45:481, May 1945.
20. Stone, C.R., "Providing Materials to Meet Individual Differences", Elementary School Principal, 17:432.

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18. Bonney, C.E., and Leeman, Edna. "Individuality in Reading Reading", Education, 59:17-20, September 1938.
19. Gray, W.S., "Basic Problems of Reading Programs", Elementary English Review, 15:481, May 1938.
20. Stone, C.R., "Providing Materials to Meet Individual Differences", Elementary School Journal, 17:456.

Betzner[21] suggests from her contacts with children and their books that a survey of conditions of community and school resources may yield influencing factors in relation to children's literary tastes. She further suggests analyses of the quantity and quality of available literary materials in order that the school may be well informed as to its responsibility in this respect. Storm[22] suggests that books be selected on the basis of 1) relation to children's interests, 2) quality of illustrations, 3) format of the book, and 4) variety in content and difficulty.

Gates[23] and others conducted an experiment to compare children's choices of informative and narrative literature selections. Of the 268 selections used, 124 were informative. The 2,332 pupils made 41,976 choices. Tabulation resulted in a percentage of 72.3 favoring narrative while 27.7 favored informative selections. Several factors were considered as responsible for the

21 Betzner, Jean, "Exploring Literature with Children in the Elementary School, New York: Teacher's College, Columbia, 1941.

22 Storm, Grace E. "Criteria for Selecting Literature in the Primary Grades", The Appraisal of Current Practices in Reading, Supplementary Educational Monograph, 61:202-8, Dec. 1945.

23 Gates, A.I., Peardan, Celeste, and Sartorius, Ina, "Studies of Children's Interests in Reading", Elementary School Journal, 31:656, May 1931.

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[22] Storm, Grace E. "Criteria for Selecting Literature in the Primary Grades", The Appraisal of Current Practices in Reading; Supplementary Educational Monograph, 61:205-8. Dec. 1945.

[23] Gates, A.I., Peardon, Celeste, and Santortina, Ina. "Studies of Children's Interests in Reading", Elementary School Journal, 31:888. May 1931.

preference among which were the elements of surprise, livliness, humor, animalness, and conversation found in the narrative selections.

An informal survey of children's choices of reading material was made under the direction of Brumbaugh.[24] Sixty college seniors without teaching experience were assigned to discover from sources other than books, lists, and teachers what children in grades one through six read voluntarily. The results show a predominance of murders, westerns, comics, joke books, books in series, and fairy tales. The suggestion is made in the report that children outgrew this phase, and that so long as teachers make it their responsibility to supply a well balanced literary diet, probably little harm is done.

Leistikow[25] inventoried the voluntary reading of elementary school children. No definite procedure was predetermined. The children's interest in books was aroused during book week, but teachers refrained from direct influence on children's choices during the year. Each child kept a list of the books he read at home, school, or library during the year. In summarizing the reports it

24. Brumbaugh, Florence, "Children's Choices of Reading Material", Elementary English Review, 16:226-29, October 1939.
25. Leistikow, Lydia M., "Inventory of What Children Voluntarily Select to Read", Elementary School Journal, 39:11-12, Sept. 1938.

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1) There is no limit to the variety of stories read
2) All children enjoyed reading or listening to stories
3) Animal stories are favorites of young children with stories of children's experiences rating second
4) Folk tales and fables are not read extensively at any level
5) Poetry is not read voluntarily in the elementary school.

From her summaries she recommends teacher direction to encourage better reading, classroom libraries with a wide variety of materials ranging over at least three grade levels, and preparation by teachers of book lists for use by the children.

The question of availability of material is again emphasized by Seegers[26] in a study on reasons for choices of books with children from eleven to fifteen years old. An appraisal of book reports and diaries show that many choices are based upon availability but that children are open to suggestion.

A specialized study of preferences in literature was done by Bradshaw[27] in the area of poetry for first graders. Sixty poems were selected from readers, research lists, courses of study, and anthologies. These were

26. Seegers, J.C., "A Study of Children's Reading", Elementary English Review, 13:251-56, October 1936.
27. Bradshaw, Ruth E., "Children's Choices of Poetry in First Grade", Elementary English Review, 14:168-76, May 1937.

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27. Bradshaw, Ruth E., "Children's Choices of Poetry in First Grade", Elementary English Review, 14:169-76, May 1937.

classified according to six general topics - singing quality and rhythm, animals and nature, childhood activities and interests, rhymes and jingles, humorous poems, and imaginative and fanciful poems. Children on the whole express a greater general enthusiasm than did their teachers. It was concluded that the children all liked poetry - old or new, regardless of source, quality, or authorship - and were fairly consistent in their choices. Humorous poems ranked first and children's philosophy and activities were second as was the case in stories previously mentioned.

Results of an analysis of juvenile literature indicate that in all the books analyzed, whether designated as easy or difficult, about seventy-five per cent of the words were in the first one thousand of Thornedike's List and were commonly known at the end of the primary grades. But Strang[28] goes on to say, "Vocabulary is a term applied to separate, specific aspects of word knowledge rather than to the complex interrelated factors of interest, experience, insight, and varied meanings of the same word form." In addition Arbuthnot[29] points out that what a

28. Strang, Ruth E., "Familiar Words in Familiar Books", School Review, 48:292-99, April 1940.
29. Arbuthnot, May Hill, "Literature and Reading", Elementary English Review, 17:3-8, January 1940.

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Gray[30] attributes the recent emphasis on children's literature to the failure of schools in the past to promote this and to the rapidly increasing amount of cheap reading material becoming available. To assure proper emphasis he suggests vigorous teacher training in the area and suggests a better utilization of children's interests and preferences in guiding their appreciations to constantly higher levels.

30. Gray W.S., "Stress on Children's Literature", Elementary English Review, 44:498-9, May 1944.

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30. Gray W. S., "Stress on Children's Literature", Elementary English Review, 44:398-9, May 1944.

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CHAPTER III

THE NATURE OF THE STUDY

In this study the Curriculum Foundation Reading Series published by the Scott-Foresman Company was used as a basic series. Five books at the first grade level were included; namely, We Look and See, We Work and Play, We Come and Go, Fun with Dick and Jane, and Our New Friends. The vocabulary of these books was considered as the core vocabulary and was used as a standard in evaluating books to be included in the graded bibliography. The themes of the stories in these books guided the choice of books to be included in the bibliography of enrichment material.

I. THE VOCABULARY ANALYSIS

Analysis of the Scott-Foresman vocabulary for grade one. In the analysis of the Scott-Foresman vocabulary for grade one the words introduced in the three pre-primers, We Look and See, We Work and Play, and We Come and Go., were alphabetized and considered as one vocabulary unit consisting of fifty-eight words. These words and the words introduced in the primer, Fun with Dick and Jane, were alphabetized and organized as three additional vocabulary units. The first of these units included the

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words introduced in the pre-primers and those sixty-four new words first occurring in Part I, Family Fun, and Part II, Fun at the Farm, of the primer, Fun with Dick and Jane. The second of these units included the previously introduced words and those twenty-two new words found in Part III, Fun with Pets and Toys, of the primer. The third primer vocabulary unit included all the words used in the pre-primers and in the primer of the series, a total of one hundred fifty-six words.

The first reader vocabulary was likewise alphabetized together with the previously introduced words and was organized as four additional vocabulary units. Each unit included the words previously introduced in the series in addition to the new words in each designated section of the first reader. The first vocabulary unit of this group included in addition to the one hundred fifty-six words already mentioned those thirty-eight words introduced in Part I, New Friends, of the first reader, Our New Friends. The second unit added thirty-eight new words from Part II, Our Friends at Work, and the third added those forty-four words first used in Part III, Our Animal Friends, of the first reader. The last vocabulary unit consisted of all the words used in the pre-primers, primer, and first reader of the Curriculum Foundation Series, a total of three hundred nine words.

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The first grade vocabulary list was, then, alphabetized and organized in eight vocabulary units as summarized below:

Vocabulary Unit	Book Level	New Words	Total Words
I	Pre-primers	58	58
II	Primer		
	Part I, II	64	122
III	Part III	22	144
IV	Part IV	12	156
V	First Reader		
	Part I	38	194
VI	Part II	38	232
VII	Part III	44	276
VIII	Part IV, V	33	309

The words which occur in each vocabulary unit are listed and appropriately numbered in the appendix.

Analysis of the vocabularies of supplementary basal readers. The initial analysis of the vocabularies of other basal readers was carried out in a manner similar to that used in the vocabulary analysis of the Curriculum Foundation Readers. The vocabulary of each book was alphabetized. Proper names were omitted. Words formed by the addition of -s, -ed, -ing, and --'s were likewise omitted.

The vocabulary list of each basal reader was

The first grade vocabulary list was then alphabetized and organized in eight vocabulary units as summarized below:

Vocabulary Unit	Book Level	New Words	Total Words
I	Pre-primers	58	58
II	Primer		
	Part I, II	84	142
III	Part III	52	194
IV	Part IV	12	206
V	First Reader		
	Part I	58	264
VI	Part II	58	322
VII	Part III	44	366
VIII	Part IV, V	35	401

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The vocabulary list of each basal reader was

compared directly to the master vocabulary list. A record was kept of words found in the vocabulary list of each basal which were also found in the core vocabulary list. The unit in which each of these words occurred was indicated. Words which occurred in the supplementary list but which did not occur in the core list were tabulated in each case. This total record was used in determining whether the book was to be included and at what level it was to be included in the graded bibliography.

Pre-primers were placed in the graded bibliography at the vocabulary level beyond which not more than ten new words were found. Thus pre-primers were suggested for supplementary reading at a level at which not more than ten words needed to be introduced. Primers and first readers were included at the vocabulary level beyond which not more than ten new words occurred for each fifty pages of the book. Therefore, a book which had one hundred pages was included at the level beyond which not more than twenty new words were found, while a book which was one hundred fifty pages long was included if it introduced not more than thirty words beyond the level for which it was suggested.

In each case the words in the vocabulary of the supplementary book but not in the core vocabulary list

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In each case the words in the vocabulary of the supplementary book but not in the core vocabulary list

have been shown in the bibliography. In some instances when books were included at the above described level, words were new at that particular level but did occur later in the core list. These words have been indicated in the bibliography by an asterisk.

Those books which failed to meet the standards designated by the criteria for evaluation; that is, introduced in pre-primers more than ten words outside the core list or in primers and first readers introduced more than ten words for each fifty pages outside the core list, have not been suggested for supplementary reading in the graded bibliography. These books have been included in a special bibliography in the appendix of the study.

II. THE CONTENT ANALYSIS

Analysis of the story content of the Curriculum Foundation Readers for grade one. In addition to the analysis of the vocabulary of the Curriculum Foundation Readers for grade one a secondary analysis was made of the story themes. The stories presented in the first grade books were first grouped according to the section titles in the books. Section titles gave clues to themes. The stories of the pre-primers were included with those of Part I of the primer. This preliminary overview yielded nine story units each corresponding directly to the

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designated sections of the books as indicated in the following table.

STORY UNIT		BOOK SECTION
I	Pre-primers	
	Primer - Part I	Family Friends
II	Primer - Part II	Fun at the Farm
III	Primer - Part III	Fun with Pets and Toys
IV	Primer - Part IV	Fun with Our Friends
V	First Reader - Part I	New Friends
VI	First Reader - Part II	Our Friends at Work
VII	First Reader - Part III	Our Animal Friends
VIII	First Reader - Part IV	Our Friends at Play
IX	First Reader - Part V	Story Book Friends

Since in some instances several units centered on a common theme, a further condensation in the groupings was made. The final units numbered seven and were used as the divisions of the bibliography of enrichment materials The following table summarizes the story units and themes.

UNIT NO.	BOOK LEVEL	STORY UNIT THEME
I	Pre-primer	
	Primer - Part I	Home and Family
II	Primer - Part II	Farm Friends
III	Primer - Part III	Pets
IV	Primer - Part IV	Wild Animals
V	First Reader - Part I	Our Friends
VI	First Reader - Part II	
	Part III	More Animal Friends
	Part IV	
VII	First Reader - Part V	Story Book Friends

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Analysis of children's literature books.

Preliminary analysis of children's literature books revealed that the vocabulary load in these books would prohibit their inclusion in the graded bibliography of supplementary materials. Their value was found to be in their contribution to the development of understandings and the broadening of concepts essential to intelligent reading of first grade material.

In choosing books to be included in a bibliography of enrichment books, the books were read to discover the central theme. A brief statement of this theme was recorded. Each theme was compared to the outline of story unit themes which resulted from the analysis of the Scott-Foresman Readers. Books were retained for placement in the list in instances where the story most closely paralleled that of the story in the basal book story unit group. The bibliography was selective and not intended to be exhaustive.

This study consisted in the analysis of the vocabulary and content of basal reading material and of children's literature books and the comparison of this analysis with a similar one of the Curriculum Foundation Reading Series for grade one. The comparison was made according to specifically established criteria. The graded bibliography of supplementary material and a selected

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bibliography of enrichment material found in the next chapter include books which have successfully fulfilled the requirements designated by the study.

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CHAPTER IV

THE RESULTS OF THE STUDY

This study has been directed toward the compilation of two bibliographies of supplementary reading material for grade one. The choice of books to be included was carefully controlled according to the criteria described in the preceding chapter of the study.

The first bibliography, a graded bibliography, included books to be read parallel to the reading of the stated basal series, the Curriculum Foundation Series published by Scott-Foresman Company. The eight sections of the bibliography, as is indicated by the section headings, paralleled the vocabulary units of the basal series. The books listed in each section use only words of the stated vocabulary units and those listed with the book in the bibliography.

The second bibliography, an enrichment bibliography, included books to be read to children as they used the basal series. The sections of this bibliography paralleled the story units indicated in the section headings. Only selected books have been included at each level.

The bibliographies were intended to aid in the choice and sequence of books to supplement the basal reading program.

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GRADED BIBLIOGRAPHY

To Accompany
Vocabulary Unit I

1. O'Donnell, Mabel
   Skip Along
   Evanston, Illinois: Row Peterson Co.
   1947
   27 pages

   ride*

2. O'Donnell, Mabel
   Under the Sky
   Evanston, Illinois: Row Peterson Co.
   1947
   71 pages

like*	good*
on*	train
kitten*	airplane
store *	puppy

3. O'Donnell, Mabel, and others
   Happy Days
   Evanston, Illinois: Row Peterson Co.
   1938
   32 pages

puppy	train
kitten *	store *
ride *	brown
airplane	home *

4. Smith, Nila B.
   Bill and Susan
   New York: Silver Burdett and Company
   1945
   47 pages

stop *	thank *
good *	sleep *
at *	Daddy
with *	

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To Accompany
Vocabulary Unit I

1. O'Donnell, Mabel
   Skip Along
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   1942
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kitten *	store *
ride *	brown
airplane	home *

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   1945
   47 pages

stop *	thank *
road *	sleep *
at *	Daddy
with *	

5. Storm, Grace E.
Nip and Tuck
Chicago: Lyons and Carnahan
1936
47 pages

this *
train
duck *
fast *
good *

6. Quinlan, Myrtle Banks
Before Winky
Boston: Allyn and Bacon
1942
48 pages

at *
fruit
laugh *
likes *
what *

5. Storm, Grace E.
Nip and Tuck
Chicago: Lyons and Carnahan
1936
44 pages

this *
train
duck *
fast *

good *

6. Quinlan, Myrtle Banks
Before Winky
Boston: Allyn and Bacon
1942
48 pages

at *
fruit
laugh *
likes *
what *

To Accompany
Vocabulary Unit II

1. Gates, Arthur I., Huber, Miriam, and Peardon, Celeste
   Off We Go
   New York: Macmillan Company
   1939
   64 pages

off	bed
calf	like *
hay	time *
right	which *
supper	

2. Hahn, Julia, and others
   Who Knows ?
   New York: Houghton Mifflin Company
   1937
   46 pages

am *	did *
does	let's *
smell	like *
know *	began *
then *	now

3. Hildreth, Gertrude H.,
   Mac and Muff
   New York: John C., Winston Co.
   1940
   48 pages

table
under *
bed
like *

4. Leavell, Ullin, and others
   Friends at Play
   New York: American Book Company
   1935
   39 pages

am *	name *
found *	draw
now *	color *
tree *	boy *

To Accompany
Vocabulary Unit II

1. Gates, Arthur I., Huber, Miriam, and Peardon, Celeste
<u>Off We Go</u>
New York: Macmillan Company
1939
64 pages

off	bed
call	like *
hay	time *
night	watch *
supper	

2. Hahn, Julia, and others
<u>Who Knows ?</u>
New York: Houghton Mifflin Company
1937
46 pages

am *	old *
does	let's *
small	like *
know *	began *
then *	now

3. Hildreth, Gertrude H.,
<u>Mac and Murf</u>
New York: John C., Winston Co.
1940
48 pages

table
under *
bed
like *

4. Leavell, Ullin, and others
<u>Friends at Play</u>
New York: American Book Company
1938
39 pages

am *	name *
found *	drew
now *	color *
tree *	boy *

5. O'Donnell, Mabel
Open the Door
Evanston: Row Peterson Co.
1947
70 pages

like *	airplane
store *	cap
morning *	window
train	

6. Smith, Nila Banton
Under the Tree
New York: Silver Burdett Company
1945
63 pages

stop *	like *
sleep *	cake
Daddy	train
doll *	bed

7. Stone, C.R., and others
Tom and Jip
St. Louis: Webster Publishing Co.
1935
40 pages

train
pull
wagon *
hill *

8. Osswald, Edith, and Reed, Mary M.
My Dog Laddie
Boston: D. C. Heath Company
1941
32 pages

watch
brush
sleep *
school *
walk *

5. O'Donnell, Mabel
Open the Door
Evanston: Row Peterson Co.
1947
70 pages

like * airplane
store * cap
morning * window
train

6. Smith, Nila Banton
Under the Tree.
New York: Silver Burdett Company
1948
63 pages

stop * like *
sleep * cake
Daddy train
doll * bed

7. Stone, C.R., and others
Tom and Jip
St. Louis: Webster Publishing Co.
1938
40 pages

train
pull
wagon *
hill *

8. Oswald, Edith, and Read, Mary M.
My Dog Laddie
Boston: D. C. Heath Company
1941
32 pages

watch
brush
sleep *
school *
walk *

To Accompany
Vocabulary Unit III

1. Hildreth, Gertrude H.
The Twins, Tom and Don
New York: John C. Winston Company
1940
30 pages

puppies	table
hide	under *
cake	
bed	

2. O'Donnell, Mabel, and others
Rides and Slides
Evanston, Illinois: Row Peterson Company
1938
48 pages

store *	morning *
got	brown
had *	puppy
train	may *
airplane	name *
walked *	

3. Pennell, Mary E., and Cusack, Alice
Frolic and Do-Funny
Boston: Ginn and Company
1932
48 pages

hide	give *
picture	yard *
cap	doll *
leaves	

To Accompany
Vocabulary Unit III

1. Hildreth, Gertrude H.
The Twins, Tom and Don
New York: John C. Winston Company
1940
30 pages

puppies
hide
cake
bed

table
under *

2. O'Donnell, Mabel, and others
Rides and Slides
Evanston, Illinois: Row Peterson Company
1938
48 pages

store *
kot
had *
train
airplane
walked *

morning *
brown
puppy
may *
name *

3. Pennell, Mary E., and Cusack, Alice
Frolic and Do-Funny
Boston: Ginn and Company
1932
48 pages

hide
picture
cap
leaves

five *
yard *
doll *

4. Smith, Nila Banton
Through the Gate
New York: Silver Burdett Company
1945
60 pages

ribbon	hole
trailer	drum
airplane	horn
water	flag
bag	march
chair	parade

5. Walker, _____, and Summy, _____
Let Us Read
Chicago: Charles E. Merrill Company
1929
32 pages

let's *	balloon
tree *	orange
swing	store*
shall	
catch	

4. Smith, Nila Banton
Through the Gate
New York: Silver Burdett Company
1949
40 pages

ribbon
trailer
airplane
water
bag
chair

hole
drum
horn
flag
marsh
parade

5. Walker, _____. and Bunny. _____
Let Us Read
Chicago: Charles E. Merrill Company
1929
32 pages

let's
tree
swing
small
catch

balloon
orange
store

To Accompany
Vocabulary Unit IV

1. Hildreth, Gertrude H.
Going to School
New York: John C. Winston Company
1940
31 pages

read *

2. Smith, Nila Banton
Come and Play
New York: Silver Burdett Company
1938
40 pages

has *	letter
made *	man *
train	swing
take *	ready
wrote	dinner *

3. Horn, Ernest, and Wickey, Rose
Fun with Polly Parrott
Boston: Ginn and Company
1940
48 pages

squawk	bird *
cracker	time *
climb	her *
flew	tree *
fly *	

To Accompany
Vocabulary Unit IV

1. Hildreth, Gertrude H.
Going to School
New York: John C. Winston Company
1940
31 pages

read *

2. Smith, Nila Banton
Come and Play
New York: Silver Burdett Company
1938
40 pages

has *
made *
train
take *
wrote

letter
man *
swing
ready
dinner *

3. Horn, Ernest, and Wichey, Rose
Fun with Polly Parrott
Boston: Ginn and Company
1940
48 pages

squawk
crocker
climb
flew
fly *

bird *
time *
her *
tree *

To Accompany
Vocabulary Unit V

1. Gates, Arthur I, Huber, Miriam, and Peardon, Celeste
Now We Go Again
1939
47 pages

city	policeman
buildings	zoo
engine	supper
fire	calf
beach	hay
water	

2. Merton, Elda L., and McCall, William
Bob and Jane
Chicago: Laidlaw Brothers
1937
72 pages

bring	park
airplane	swing
shall	balloon
draw	flower
color *	made *

3. O'Donnell, Mabel, and others
Here and There
Evanston, Illinois: Row Peterson Company
1938
48 pages

airplane	may *
brown *	morning *
cap	puppy
got	train
had *	window

To Accompany
Vocabulary Unit V

1. Gates, Arthur I., Huber, Miriam, and Pearson, Celeste
Now We Go Again
1939
47 pages

city	policeman
building	zoo
engine	zupper
fire	calf
beach	hay
water	

2. Merton, Elda L., and McCall, William
Bob and Jane
Chicago: Laidlaw Brothers
1937
72 pages

bring	park
airplane	swing
ball	balloon
drew	flower
color *	made *

3. O'Donnell, Mabel, and others
Here and There
Evanston, Illinois: Row Peterson Company
1938
48 pages

airplane	may *
brown *	morning *
cap	puppy
got	train
had *	window

To Accompany
Vocabulary Unit VI

1. Baruch, Dorothy, and Montgomery, Elizabeth
Good Times with Our Friends
Chicago: Scott, Foresman Company
1947
123 pages

woke	lunch
breakfast	candy
ready	kerchoo
wash	clothes
hurt	hat
handkerchief	bed
clean	tired

2. Elson, William H., and Gray, William S.
Dick and Jane Stories
New York: Scott, Foresman and Company
1934
40 pages

dinner *
some *

3. Elson, William H., and Gray, William S.
More Dick and Jane Stories
New York: Scott, Foresman and Company
1934
47 pages

candy
dinner *

4. Pratt, Marjorie, and Meighen, Mary
Fun for You
Chicago: Benjamin H. Sanborn and Co.
1938
45 pages

bee	most
cake	page
goat	pulled
happen	turtle
monkey	water

To Accompany
Vocabulary Unit VI

1. Barnes, Dorothy, and Montgomery, Elizabeth
Good Times with Our Friends
Chicago: Scott, Foresman Company
1947
125 pages

woke	lunch
breakfast	sandy
ready	kerchief
wash	clothes
hurt	hat
handkerchief	bed
clean	tired

2. Elson, William H., and Gray, William S.
Dick and Jane Stories
New York: Scott, Foresman and Company
1954
40 pages

dinner *
some *

3. Elson, William H., and Gray, William S.
More Dick and Jane Stories
New York: Scott, Foresman and Company
1954
47 pages

candy
dinner *

4. Pratt, Marjorie, and Meighen, Mary
Fun for You
Chicago: Benjamin H. Sanborn and Co.
1938
45 pages

bee	meat
cake	pare
goat	pulled
hopper	turtle
monkey	water

5. Sallen, Benjamin, and others
Paul and Betty
New York: Lyons and Carnahan

pages

6. Yoakam, Gerald, Veverka, M. Madeline, and Abney, Louise
Jack and Nancy
Chicago: Laidlaw Brothers
1940
pages

chair	wet
box	coat
bark	over *
ground	near

7. Osswald, Edith, and Reed, Mary M.
Little White Rabbit
Boston: D. C. Heath
1941
32 pages

box	hot
drink	hurt
catch	never
ear	neck
sick	open *

8. Sondergard, Arsena, and Reed, Mary M.
Peanuts the Pony
Boston: D. C. Heath
1941
32 pages

best	river
hay	cart
oats	passed
park	deer
bridge	zebra

9. Sondergard, Arsena, and Reed, Mary M.
Biddy and the Ducks
Boston: D. C. Heath
1941
32 pages

six	puppy *
scat	rat
sit	today
watch	nest *
swim	

5. Sellon, Benjamin, and others
Paul and Betty
New York: Lyons and Carnahan

pages

6. Yoakam, Gerald, Veverka, M. Madaline, and Abney, Louise
Jack and Nancy
Chicago: Laidlaw Brothers
1940
pages

chair	wet
box	coat
park	over *
ground	near

7. Oswald, Edith, and Reed, Mary M.
Little White Rabbit
Boston: D. C. Heath
1941
32 pages

box	hot
drink	hurt
catch	never
ear	neck
sick	open *

8. Sondergard, Arsena, and Reed, Mary M.
Peanuts the Pony
Boston: D. C. Heath
1941
32 pages

beet	river
hay	cart
oats	passed
park	deer
bridge	zebra

9. Sondergard, Arsena, and Reed, Mary M.
Biddy and the Ducks
Boston: D. C. Heath
1941
32 pages

six	puppy *
sent	rat
sit	today
watch	nest *
swim	

To Accompany
Vocabulary Unit VII

1. Baker, Clara
Toots in School
Indianapolis: Bobbs Merrill Company

2. Gray, William S.
Peter's Family
New York: Scott, Foresman Company
1942
122 pages

brother	letter
sister	bed
picture	
money	

3. Hahn, Julia
Hallowe'en Fun
New York: Houghton Mifflin Company
1936
31 pages

about	more
again	picture
Hallowe'en	smell
jack-o-lantern	

4. Hildreth, Gertrude H.
At Play
Philadelphia: John C. Winston Co.
1940
120 pages

bed	puppies
frog	monkey
cake	catch
balloons	Hallowe'en
lamb	pumpkin
train	jack-o-lantern

To Accompany
Vocabulary Unit VII

1. Baker, Clara
Tools in School
Indianapolis: Bobbs Merrill Company

2. Gray, William S.
Peter's Family
New York: Scott, Foresman Company
1942
122 pages

brother	letter
sister	bed
picture	
money	

3. Hahn, Julia
Hallowe'en Fun
New York: Houghton Mifflin Company
1956
31 pages

about	more
again	picture
Hallowe'en	smell
jack-o-lantern	

4. Hildreth, Gertrude H.
At Play
Philadelphia: John C. Winston Co.
1940
120 pages

bed	puppies
frog	monkey
cake	ostrich
balloons	Hallowe'en
lamb	pumpkin
train	jack-o-lantern

5. Merton, Elda L., and McCall, William
   At Work and Play
   Chicago: Laidlaw Brothers
   1937
   102 pages

brother	clay
love	roof
cake	dress
monkey	coat
organ	table
hear	chairs
music	kind
dance	sheep
window	swim
dishes	pond

6. Quinlan, Myrtle Banks
   Winky
   Boston: Allyn and Bacon
   1939
   45 pages

peep	oatmeal
wake	shall
breakfast	six
ready	years
fruit	

7. _____,
   The Little Road
   New York: Lyons and Carnahan
   1931
   44 pages

brother	shoes
sister	coat
flower	dress
butterfly	hat
table	drink
flag	automobile

5. Merton, Elda L., and McCall, William
At Work and Play
Chicago: Laidlaw Brothers
1937
102 pages

brother	clay
love	pool
cake	dress
monkey	coat
organ	table
harp	chairs
music	kind
dance	sheep
window	swim
dishes	pond

6. Quinlan, Myrtle Banks
Winky
Boston: Allyn and Bacon
1939
45 pages

peep	oatmeal
wake	shall
breakfast	six
ready	years
fruit	

7.
The Little Road
New York: Lyons and Carnahan
1931
44 pages

brother	house
sister	coat
flower	dress
butterfly	hat
table	drink
flag	automobile

8. Osswald, Edith, and Reed, Mary M.
Frisky the Goat
Boston: D.C. Heath
1941
32 pages

goat	oats
scrub	water
stable	drink
need	every
hay	

8. Oswald, Edith, and Reed, Mary M.
Pinky the Goat
Boston: D.C. Heath
1941
32 pages

goat	oats
corral	water
stable	drink
need	every
hay	

To Accompany
Vocabulary Unit VIII

1. Baker, Clara Belle, and Reed, Mary
Playmates
Indianapolis: Bobbs Merrill Company
1934
55 pages

mouse	turtle
catch	mud
stop	cake
water	circus
fence	clown

2. D'Aulaire, Ingri and Edgar Paron
Too Big
Garden City: Doubleday Doran and Co.
1945
— pages

pants	lift
coat	never
shoes	mind
hat	
because	

3. Gates, Arthur I., and Peardon, Celeste
The Surprise Box
New York: Macmillan Company
1939
47 pages

box	cake
supper	icecream
ready	cut
present	tomorrow
wheels	radio
pull	

To Accompany
Vocabulary Unit VIII

1. Baker, Clara Belle, and Read, Mary
Playmates
Indianapolis: Bobbs Merrill Company
1934
32 pages

mouse	turtle
catch	mud
atop	cake
water	circus
fence	clown

2. D'Aulaire, Ingri and Edgar Paron
Too Big
Garden City: Doubleday Doran and Co.
1945
— pages

pants	left
coat	never
shoes	mind
hat	
because	

3. Gates, Arthur I., and Peardon, Celeste
The Surprise Box
New York: Macmillan Company
1939
44 pages

box	cake
supper	icecream
ready	out
present	tomorrow
wheels	radio
pull	

4. Elson, William H., and Gray, William S.
Basic Primer
New York: Scott, Foresman Company
1930
140 pages

sand-box	cold
hole	Easter
Thanksgiving	
Christmas	

5. Hogan, Inez
Bigger and Bigger
Boston: D.C. Heath and Company
1942
45 pages

balloon	twins
cake	six
candle	wait
crawl	year
grew	

6. Huber, Miriam, Salisbury, Frank, and Gates, Arthur I.
Rusty Wants a Dog
New York: Macmillan Company
1943
185 pages

about	left
afraid	much
always	near
arms	nice
bed	paper
best	park
box	police
breakfast	right
cake	stay
care	table
city	telephone
cried	tell
cross	their
fire	told
hear	tomorrow
heard	truck
if	water
learn	window

4. Elson, William H., and Gray, William S.
Basic Primer
New York: Scott, Foresman Company
1930
No pages

sand-box soda
hole Easter
Thanksgiving
Christmas

5. Hogan, Inez
Bigger and Bigger
Boston: D.C. Heath and Company
1942
45 pages

balloon twins
cake six
candle wait
crawl year
grew

6. Huber, Miriam, Baldwin, Frank, and
Oetea, Arthur I.
Busby Wants a Dog
New York: Macmillan Company
1943
138 pages

about left
afraid much
always near
arms nice
bad paper
best park
box police
breakfast right
make stay
care table
city telephone
cried tell
cross their
fire told
hear tomorrow
heard truck
if water
learn window

7. Leavell, Ullin, Breckenridge, Elizabeth, and Browning, Mary
Ben and Alice
New York: American Book Company
1936
149 pages

garden	about
hurt	box
bread	mouse
water	table
learn	chair
draw	bring
picture	policeman
bear	telephone
zoo	drink
monkey	

8. Nemec, Lois G.
School Friends
New York: Macmillan Company
1940
80 pages

if	supper
turn	done
together	right
shall	ready
child	tomorrow
grow	bed
their	airplane

9. Nemec, Lois G.
Let's Take Turns
New York: Macmillan Company
1940
117 pages

if	cake
turn	letter
together	box
shall	bank
child	hear
grow	kitchen
their	garden
supper	else
done	circus
right	cry
ready	plant

7. Leavell, Willa, Brookenridge, Elizabeth.
and Browning, Mary
Ben and Alice
New York: American Book Company
1956
149 pages

garden	about
hurt	box
bread	mouse
water	table
learn	chair
draw	bring
picture	pajamas
bear	telephone
zoo	drink
monkey	

8. Nemec, Lola G.
School Friends
New York: Macmillan Company
1940
80 pages

if	supper
turn	done
together	right
shall	ready
child	tomorrow
grow	bed
their	airplane

9. Nemec, Lola G.
Let's Take Turns
New York: Macmillan Company
1940
117 pages

if	cake
turn	letter
together	box
shall	bank
child	bear
grow	kitchen
their	garden
supper	ela
done	airone
right	cry
ready	plant

tomorrow
bed
airplane
need

10. Sallen, Benjamon, and others,
<u>At Home and School</u>
Chicago: Lyons and Carnahan
1942
169 pages

breakfast
kitchen
ready
wait
table
corner
light
cross
nurse
desk
hands
clean
smile
face
hair
fire
bell
quiet
clang
package
nice
knock
window
furniture
chairs
fruit
policeman
bananas
roll
rope
win
line
monkey
move
letter
near
cage
sing
drum
automobile

11. Smith, Nila Banton
<u>Through the Gate</u>
New York: Silver Burdett and Company
1945
157 pages

ribbon
trailer
airplane
water
bag
chair
hole
drum
horn
flag
march
parade
hide
ready
grass
park
hungry
cents
popcorn
dress
mouse
shelf
soldier

tomorrow	need
bed	
airplane	

10. Ballen, Benjamon, and others.
At Home and School
Chicago: Lyons and Carnahan
1942
159 pages

breakfast	mice
kitchen	knock
ready	window
walk	furniture
table	chairs
corner	fruit
light	policeman
crops	bananas
nurse	roll
desk	rope
hands	win
clean	lime
smile	monkey
face	move
hair	letter
fire	near
bell	cage
quiet	sing
clang	drum
package	automobile

11. Smith, Nila Banton
Through the Gate
New York: Silver Burdett and Company
1945
167 pages

ribbon	hide
trailer	ready
airplane	grass
water	park
bag	hungry
chair	cents
hole	popcorn
drum	dress
horn	mouse
flag	shelf
march	soldier
parade	

12. Stone, Clarence R.
Joyful Stories
St. Louis : Webster Publishing Company
1938
149 pages

kite	water
got	sun
roll	airplane
throw	engine
sing	ice cream
flew	cake
show	years
sheep	fire
pull	

13. Storm, Grace E.
Bob and Judy
Chicago: Lyons and Carnahan
1936
150 pages

rode	studio
shall	told
dish	brought
be	clapped
bed	letter
wrote	near
cake	far
ice cream	calf
lunch	throw
nodded	sail
count	water
hat	by
shook	about
hands	people
radio	carry
hear	train
band	

12. Stone, Clarence N.
Joyful Stories
St. Louis : Webster Publishing Company
1938
149 pages

kite	water
got	sun
roll	airplane
throw	engine
sing	ice cream
flew	cake
show	years
sheep	fire
pull	

13. Storm, Grace E.
Bob and Judy
Chicago: Lyons and Carnahan
1938
150 pages

rode	study
small	told
dish	brought
be	clapped
bed	letter
wrote	near
cake	fan
ice cream	salt
lunch	throw
nodded	sail
count	water
hat	by
shook	about
hands	people
radio	carry
hear	train
hand	

14. Wright, Lulu
Little Dog Lost
Boston: D.C. Heath and Company
1942
45 pages

bark
garden
whistle

15. Maloy, Lois
Toby Can Fly
New York: Grosset and Dunlop Company
1945

creep
smell
wings

14. Wright, Lulu
Little Dog Lost
Boston: D. C. Heath and Company
1942
45 pages

bark
yarden
whistle

15. Maloy, Lois
Toby Can Fly
New York: Grosset and Dunlop Company
1948

creep
small
wings

ENRICHMENT BIBLIOGRAPHY

To Accompany
Story Unit I

Baruch, Dorothy W., and Montgomery, Elizabeth R., Sally Does It, New York: D. Appleton Century, 1940.

Two year old Sally amuses her family with her antics.

* * *

Bertail, Inez, Winter and Summer, New York: Veritas Press Inc., 1945.

Whether you prefer summer's fun or winter's play, you'll find friends in this gay book.

* * *

Bertail, Inez, Time for Bed, New York: Doubleday Doran and Co., 1940.

This little boy has fun getting ready for bed!

* * *

Bryan, Dorothy, There Was Tammie, New York: Dodd Mead and Co., 1935.

When Tammie, a Scotch dog, found his family was going on a picnic, he found a way to go, too.

* * *

Carroll, Ruth and Latrobe, Scuffles, New York: Oxford University Press, 1943.

This little puppy was sent to a school for dogs that was run by dogs.

* * *

Flack, Marjorie, The New Pet, New York: Doubleday Doran and Company, 1943.

Dick and Judy's disappointment when they found that the "new pet" was to be a baby was forgotten after they discovered that Timmie was more fun than any pet!

* * *

ENRICHMENT BIBLIOGRAPHY

To Accompany
Story Unit I

Baruch, Dorothy W., and Montgomery, Elizabeth R., Polly Does It. New York: D. Appleton Century, 1940.

Two year old Polly muses her family with her antics.

* * *

Bertail, Inez, Winter and Summer. New York: Vertica Press Inc., 1949.

Whether you prefer summer's fun or winter's play, you'll find friends in this gay book.

* * *

Bertail, Inez, Time for Bed. New York: Doubleday Doran and Co., 1950.

This little boy has fun getting ready for bed!

* * *

Bryan, Dorothy, There Was Tamale. New York: Dodd Mead and Co., 1938.

When Tamale, a Scotch dog, found his family was going on a picnic, he found a way to go, too.

* * *

Carroll, Ruth and Latrobe, Bourtlee. New York: Oxford University Press, 1943.

This little puppy was sent to a school for dogs that was run by dogs.

* * *

Flack, Marjorie, The New Pet. New York: Doubleday Doran and Company, 1943.

Dick and Judy's disappointment when they found that the "new pet" was to be a baby was forgotten after they discovered that Timmie was more fun than any pet!

* * *

Gag, Wanda, Millions of Cats, New York: Coward McCann Inc., 1928.

The choosing of one cat from hundreds and thousands and millions of cats was a problem which the hundreds and thousands and millions of cats solved for themselves.

* * *

Lenski, Lois, Davy's Day, New York: Oxford University Press, 1943.

Davy's day was busy and interesting from morning until night.

* * *

Lenski, Lois, The Little Family, New York: Oxford University Press, 1944.

All the family works together and then has time to play.

* * *

Mitchell, Lucy Sprague, The Red, White and Blue Auto, New York: William R. Scott Company, 1943.

Cars have troubles and need repairs.

Boston University School of Education Library

Gag, Wanda. Millions of Cats. New York: Coward McCann Inc., 1928.

The choosing of one cat from hundreds and thousands and millions of cats was a problem which the hundreds and thousands and millions of cats solved for themselves.

* * *

Hamaki, Lois. Davy's Day. New York: Oxford University Press, 1943.

Davy's day was busy and interesting from morning until night.

* * *

Lenski, Lois. The Little Family. New York: Oxford University Press, 1944.

All the family works together and then has time to play.

* * *

Mitchell, Lucy Sprague. The Red, White and Blue Auto. New York: William R. Scott Company, 1933.

Cars have troubles and need repairs.

To Accompany
Story Unit II

Bianco, Margery, More About Animals, New York: Macmillan Company, 1934.

A collection of short stories about animals.

* * *

Brown, Margaret Wise, Little Chicken, New York: Harper Brothers, 1943.

Little chicken is befriended by a big rabbit.

* * *

Friskey, Margaret, Adventures for Beginners, New York: Wilcox and Follett, 1944.

The animals went to look for the cow when Alec, the dog, refused to get her a milking time in this A B C story book.

* * *

Friskey, Margaret, Chicken Little Count-to-ten, Chicago: Children's Press Inc., 1946.

Little chicken asks his friends how to drink and finally learns for himself. Count the animals!

* * *

Hader, Berta and Elmer, The Farmer in the Dell, New York: Macmillan Company, 1931.

All the year around is fun at the farm.

* * *

Hartwell, Marjorie, The Animals of Friendly Farm, New York: Franklin Watts Inc., 1946.

A brief story accompanies each large colored illustration of a farm animal.

* * *

To Accompany
Story Unit II

Bianco, Margery. More About Animals. New York: Macmillan Company, 1954.

A collection of short stories about animals.

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Brown, Margaret Wise. Little Chicken. New York: Harper Brothers, 1943.

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All the year around is fun at the farm.

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Hartwell, Marjorie. The Animals of Friendly Farm. New York: Franklin Watts Inc., 1954.

A brief story accompanies each large colored illustration of a farm animal.

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Jackson, K. and B., Farm Stories, Simon and Schuster, 1946.

Stories, poems and pictures clarify farm life for children.

* * *

McCloskey, Robert, Make Way For the Ducklings, New York: Viking Press, 1941.

Mrs. Mallard with the help of the police force leads her eight little ducklings safely through the crowded streets of Boston to the Public Gardens.

* * *

Scott, Sally, Silly Billy, New York: Harcourt Brace and Company, 1945.

Silly Billy was a little cat who could make friends even though he was not as brave nor as handsome as the others.

* * *

Slobodkin, Louis, The Friendly Animals, New York: Vanguard Press, 1946.

The book helps children to become acquainted with the friendly animals they meet in every day life.

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Jackson, K. and B. Farm Stories. Simon and Schuster, 1946.

Stories, poems and pictures clarify farm life for children.

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McCloskey, Robert. Make Way For the Ducklings. New York: Viking Press, 1941.

Mrs. Mallard with the help of the police force leads her eight little ducklings safely through the crowded streets of Boston to the Public Gardens.

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Scott, Sally. Billy Billy. New York: Harcourt Brace and Company, 1945.

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Slobodkin, Louis. The Friendly Animals. New York: Vanguard Press, 1946.

The book helps children to become acquainted with the friendly animals they meet in every day life.

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To Accompany
Story Unit III

Beistle, Mary Alice and Aldarilla, Mr. Heinie, Philadelphia: David McKay Company, 1938.

This little dog meets many problems when he determines he wants to be a hunter.

* * *

Bracker, Charles E., Chester, New York: Julian Messner Company, 1939.

When Peter wanted a dog, he had to find one that sister Judy's cat, Chester, would like, too.

* * *

Brown, Margaret Wise, Runaway Bunny, New York: Harper Brothers, 1943.

The baby bunny has some pleasant and fanciful adventures only to find that he never can really run away from mother rabbit.

* * *

Ditmars, Raymond, Twenty Little Pets from Everywhere, New York: Julian Messner Company, 1943.

This is authentic informational material about pets from all around the world.

* * *

Evers, Helen and Alf, Chatterduck, New York: Rand, McNally, 1943.

Chatterduck, so named because he quacked all day and all night, learned to be more quiet when his friends played a trick on him.

* * *

Friskey, Margaret, Seven Diving Ducks, Philadelphia: David McKay Company, 1940.

Six little ducks liked to swim and dive, but the seventh one had to learn to like the water!

To Accompany
Story Unit III

Beatle, Mary Alice and Alberilla, Mr. Heinie. Philadelphia: David McKay Company. 1928.

This little dog meets many problems when he determines he wants to be a hunter.

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Brooker, Charles E., Chester. New York: Julian Messner Company, 1939.

When Peter wanted a dog, he had to find one that sister Judy's cat, Chester, would like, too.

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Brown, Margaret Wise, Runaway Bunny. New York: Harper Brothers, 1942.

The baby bunny has some pleasant and fanciful adventures only to find that he never can really run away from mother rabbit.

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Chatterbuck, so named because he quacked all day and all night, learned to be more quiet when his friends played a trick on him.

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Friskey, Margaret, Seven Diving Ducks. Philadelphia: David McKay Company, 1940.

Six little ducks liked to swim and dive, but the seventh one had to learn to like the water!

Mabie, Peter, The Little Duck Who Loved the Rain, Chicago: Wilcox and Follett Company, 1946.

When the summer sun dried up Little Duck's puddle, Little Duck set out to find the rain and met instead a street washer, a sprinkler, and a fountain.

Newberry, Clare, Marshmallow, New York: Harper Brothers, 1937.

Marshmallow is a small white bunny, but he succeeds in winning the heart of an old pampered cat.

* * *

Newberry Clare, Pandora, New York: Harpers Brothers, 1937.

Pandora, a Persian cat, and Peter, her master, have an exciting morning.

* * *

Mable, Peter. The Little Duck Who Loved the Rain. Chicago: Wilcox and Follett Company, 1948.

When the summer sun dried up Little Duck's puddle, Little Duck set out to find the rain and met instead a street washer, a sprinkler, and a fountain.

Newberry, Clare. Marshmallow. New York: Harper Brothers, 1937.

Marshmallow is a small white bunny, but he succeeds in winning the heart of an old pampered cat.

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Newberry Clare. Pandora. New York: Harpers Brothers. 1937.

Pandora, a Persian cat, and Peter, her master, have an exciting morning.

* * *

To Accompany
Story Unit IV

Fox, Frances Margaret, The Little Cat That Could Not Sleep, New York: E.P. Dutton Company, 1941.

Little Cat was determined not to go to sleep until she visited the zoo and found all the animals sleeping there, too.

* * *

Greene, Jean, The Forgetful Elephant, Philadelphia: David McKay Company, 1945.

Little Max tried hard to learn his trick, but there was much excitement when he forgot to hold on to the next elephant's tail in the ring.

* * *

Hader, Berta and Elmer, Lions and Tigers and Elephants, Too, New York: Longsman Green and Company, 1930.

Polly Patchin's visit to the zoo is described in rhyme.

* * *

Wyncoop, Margarte L., Mac Goes to School, New York: Doubleday Doran Company, 1942.

The teacher's little Scottie attends school daily and is enjoyed by all the children.

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To Accompany
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Fox, Frances Margaret. The Little Cat That Could Not Sleep. New York: E.P. Dutton Company. 1921.

Little Cat was determined not to go to sleep until she visited the zoo and found all the animals sleeping there, too.

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Greene, Jean. The Forgetful Elephant. Philadelphia: David McKay Company. 1948.

Little Max tried hard to learn his trick, but there was much excitement when he forgot to hold on to the next elephant's tail in the ring.

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Hader, Berta and Elmer. Lions and Tigers and Elephants, Too. New York: Longman Green and Company. 1930.

Polly Patchin's visit to the zoo is described in rhyme.

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Wyncoop, Margarete L., Mac Goes to School. New York: Doubleday Doran Company. 1942.

The teacher's little Scottie attends school daily and is enjoyed by all the children.

* * *

To Accompany
Story Unit V

Burton, Virginia Lee, The Little House, New York: Houghton Mifflin Company, 1942.

The little house is seen through all the seasons and under many conditions.

* * *

Chalmers, Audrey, I Had A Penny, New York: Viking Press, 1944.

In this verse story one comes to know just how a little girl feels when she has a penny to spend for a green lollipop.

* * *

Flack, Marjorie, William and His Kitten, New York: Houghton Mifflin Company, 1938.

The names of three lost kittens were erased from the police record book when William found his kitten.

* * *

Garner, Elvira, Little Cat Lost, New York: Julian Messner Company, 1943.

Bagatelle was sent away from home, but after lonely and exciting adventures found another home.

* * *

Gustavson, Harry, Up Goes the House, New York: Oxford University Press, 1947.

When Tommy saw a house being built next door to his house, he hoped a little boy would live in it.

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To Accompany
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Burton, Virginia Lee. The Little House. New York: Houghton Mifflin Company, 1942.

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Gustavson, Harry. Up Close the House. New York: Oxford University Press, 1947.

When Tommy saw a house being built next door to his house, he hoped a little boy would live in it.

* * *

To Accompany
Story Unit VI

Becker, Charlotte, Happy Birthday, Judy, New York: Charles Scribner's Sons, 1942.

Judy shares with all the excitement of her birthday party.

* * *

Blumenthal, Gertrude, Tit for Tat Tommy, New York: Oxford University Press, 1944.

Tommy lost all but one of the toys he had taken with him to the country, so he traded with his friends until he had a turtle which caused him to have an interesting adventure.

* * *

Davis, Alice V., Timothy Turtle, New York: Harcourt Brace and Company, 1940.

Timothy was in a dreadful predicament when he turned on his back until his friends succeeded in getting him right side up again.

* * *

Flack, Marjorie, Angus and the Cat, New York: Doubleday Doran and Company, 1931.

Angus' curiosity leads him into trouble and adventures with the cat.

* * *

Flack, Marjorie, The Restless Robin, New York: Houghton Mifflin Company, 1937.

Mother Robin is carefully watched and helped by the children as she brings up her family.

Flack, Marjorie, Topsy, New York: Doubleday Doran and Company, 1935.

Topsy's only home was in the store window until Miss Samantha Littlefield and Judy found her.

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To Accompany
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Flack, Marjorie, Topsy. New York: Doubleday Doran and Company, 1935.

Topsy's only home was in the store window until Miss Samantha Littlefield and Judy found her.

* * *

Hogan, Inez, Nappy Wanted A Dog, New York: E. P. Dutton Company, 1942.

A small boy's habit of appropriating every dog he sees results in a great rumpus until Nappy is given a dog of his own.

* * *

Lathrop, Dorothy P., Hide and Go Seek, New York: Macmillan Company, 1938.

This is a beautifully illustrated story of a family of flying squirrels.

* * *

Lathrop, Dorothy P., Who Goes There?, New York: Macmillan Company, 1935.

All the little woodland creatures - rabbits, squirrels, chipmunks, mice, a crow and a porcupine - enjoy a winter picnic in the woods.

* * *

Potter, Beatrix, The Tale of Peter Rabbit, Grand Rapids: Fidelee Company, 1946.

The troubles of the proverbial Peter remain of interest.

* * *

Willis, Fritz, Muffin, New York: Cherokee Press, 1945.

Muffin's kitten curiosity led him into adventures from which a clean white vest helped him to escape.

* * *

Hogan, Inez. Nancy Wanted A Dog. New York: E. P. Dutton Company, 1942.

A small boy's habit of appropriating every dog he sees results in a great running until Nancy is given a dog of his own.

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Lathrop, Dorothy P.. Ride and Go Seek. New York: Macmillan Company, 1938.

This is a beautifully illustrated story of a family of flying squirrels.

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Lathrop, Dorothy P.. Who Goes There?. New York: Macmillan Company, 1938.

All the little woodland creatures - rabbits, squirrels, chipmunks, mice, a crow and a porcupine - enjoy a winter picnic in the woods.

* * *

Potter, Beatrix. The Tale of Peter Rabbit. Grand Rapids: Fidelee Company, 1916.

The troubles of the proverbial pester remain of interest.

* * *

Willis, Fritz. Mutt'in. New York: Cherokee Press, 1949.

Mutt'in's kitten curiosity led him into adventures from which a clean white vest helped him to escape.

* * *

To Accompany
Story Unit VII

Beskow, Elsa, The Tale of the Wee Little Old Woman, New York: Harper Brothers Company, 1931.

The wee little woman in her wee little house has adventures with her wee little animals.

* * *

Bianco, Margery, and Collison, Marjorie, Penny and the White Horse, New York: Julian Messner Company, 1942.

Penny had always spent her five cent Saturday allowance for a ride on the merry-go-round until her favorite white horse disappeared: then she found new adventures.

* * *

Brown, Marcia, The Little Carousel, New York: Charles Scribner's Sons, 1946.

Anthony had to earn his nickel to ride on the merry-go-round.

* * *

Ets, Marie Hall, In the Forest, New York: Viking Press, 1944.

"I" walked and played with my animal friends in the forest until Daddy came to take me home.

* * *

Ets, Marie Hall, Mister Penny, New York: Viking Press, 1945.

Mister Penny's collection of animals caused him a great deal of trouble but finally proved their worth.

* * *

John, Mary Lee, Yelly, New York: Oxford University Press, 1941.

Yelly, the duckling, was forever yelling, "I can't, I can't!", but when she escaped from the slinky fox, she learned to say, "I can, I can! "

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Bianco, Margery, and Gollison, Marjorie. Penny and the White Horse. New York: Julian Messner Company. 1942.

Penny had always spent her five cent Saturday allowance for a ride on the merry-go-round until her favorite white horse disappeared: then she found new adventures.

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Yelly, the duckling, was forever yelling, "I can't, I can't!", but when she escaped from the slinky fox, she learned to say, "I can. I can! "

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Nast, Elsa Ruth, A Farm Story, New York: Harper Brothers Company, 1946.

Kassie who was afraid of animals made many friends at the farm and earned a chance to go fishing, too.

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Neal, Elsa Ruth. A Farm Story. New York: Harper Brothers Company, 1946.

Kassie who was afraid of animals made many friends at the farm and learned a change to go fishing, too.

* * *

CHAPTER V

SUMMARY AND CONCLUSIONS

As a result of the analysis of one hundred and ten first grade basal readers a graded bibliography of fifty-seven books has been prepared. These books fulfilled the requirements imposed by the criteria of evaluation and are suggested for use as supplementary readers to parallel the first grade books of the Scott-Foresman Curriculum Foundation Series. The remaining books failed to meet the requirements and are included in a bibliography found in the appendix of this study. Approximately fifty per cent of the basal readers studied, though designated as first grade books, included vocabulary more difficult than, sufficiently different from, or substantially more inclusive than that of the basic Scott-Foresman list thus prohibiting their inclusion in the graded bibliography.

The analysis of children's literature books indicated that these are written in a vocabulary beyond the level of first grade readers. Fifty-six of these books have been selected as valuable in enriching the basic concept presented in the stories of the Curriculum Foundation Series. The bibliography of books for enrichment is selective and not inclusive.

The following tabulation summarizes the results of

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The following tabulation summarizes the results of

the analysis of basal readers and literature books in terms of the number of books available at each level.

Reading Level	Supplementary Books	Enrichment Books
Pre-Primer	6	10
Primer, Unit I, II	8	10
Primer, Unit III	5	9
Primer, Unit IV	3	4
First Reader, Unit I	3	5
First Reader, Unit II	9	11
First Reader, Unit III	8	
First Reader, Unit IV, V	15	7
Total	57	56
Books too difficult	53	
	110	

The results of this study indicated the need for careful consideration in the choice of supplementary material and in the placement of this material in reference to the basal series. It emphasized the importance of a controlled vocabulary in the introduction of first grade materials. The study further suggested additional and extended analysis of basal readers at other levels.

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3. Betts, E.A., "Developing Basic Reading Abilities", Elementary English Review, 20:312-20, December 1943.

4. Betzner, Jean, Exploring Literature with Children in the Elementary School, New York: Teachers College, Columbia, 1943.

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6. Bradshaw, Ruth E., "Children's Choices of Poetry in First Grade", Elementary English Review, 14:168-76, May 1937.

7. Brumbaugh, Florence, "Children's Choices of Reading Material", Elementary English Review, 16:226-29, October 1939.

8. Courtier, A.M., "Criteria for Selecting Primers", Elementary English Review, 16:271-78, November 1939.

9. Curtis, H. A., "Wide Reading for Beginners", Journal of Educational Research, 32:255-62, December 1938.

10. Gans, Roma, "Guiding Children's Reading Through Experiences", New York: Bureau of Publications, Teachers College, Columbia, 1941.

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12. Gray, W.S., "Growth of Interest and Appreciation in Reading", Elementary English Review, 17:139-43, April 1940.

13. Gray, W.S., "Stress on Children's Literature", Elementary English Review, 44:498-9, May 1944.

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APPENDIX

APPENDIX

PRE-PRIMER AND PRIMER VOCABULARY

VOCABULARY UNITS 1 - 4

1 a	1 can	1 find	1 house
3 all	1 car	1 for	1 L
4 am	2 cat	2 four	1 in
1 and	2 chicken	4 friends	3 into
3 animals	4 children	2 fun	1 is
2 are	2 cluck	2 get	1 it
2 at	1 come	1 go	4 Jack
2 ate	1 cookie	2 good	1 Jane
1 away	2 cow	2 good-bye	1 jump
1 Baby	1 Dick	2 Grandfather	2 kittens
1 ball	2 did	2 Grandmother	2 laughed
2 barn	2 do	2 guess	3 like
1 big	2 dog	3 happy	1 little
1 blue	3 doll	2 have	1 look
3 birthday	1 down	2 he	1 make
2 black	2 duck	2 hello	3 ma-ma
1 boat	2 eat	1 help	1 me
2 bow-wow	2 egg	2 hen	2 mew
4 boy	2 family	1 here	1 Mother
3 bump	2 farm	2 home	3 must
2 but	2 fast	2 hop	1 my
3 came	1 Father	2 horse	3 new

PRE-PRIMER AND PRIMER VOCABULARY

VOCABULARY UNITS 1 - 4

1 a	1 can	1 find	1 house
3 all	1 car	1 for	1 I
4 am	2 cat	2 four	1 in
1 and	2 chicken	4 friends	3 into
3 animals	4 children	2 fun	1 is
2 are	2 clock	2 get	1 it
2 at	1 come	1 go	4 look
2 ate	1 cookie	2 good	1 lane
1 away	2 cow	2 good-bye	1 jump
1 Baby	1 Dick	2 grandfather	2 kittens
1 ball	2 did	2 grandmother	2 laughed
2 barn	2 do	2 green	3 like
1 big	2 dog	3 happy	1 little
1 blue	3 doll	2 have	1 look
3 birthday	1 down	2 he	1 make
3 black	2 duck	2 hello	3 ma-ma
1 boat	2 eat	1 help	1 me
2 bow-wow	2 egg	2 hen	2 mew
4 boy	2 family	1 here	1 Mother
3 bump	2 farm	2 home	3 must
2 but	2 fast	2 hop	1 my
3 came	1 father	2 horse	3 new

1 no
1 not
3 now
1 oh
2 on
1 one
4 our
3 out
2 pets
2 pig
1 play
2 please
2 pony
2 pretty
1 Puff
2 quack
2 rabbit
2 ran
1 red
2 ride
1 run
1 said
1 Sally
2 sat
2 saw
2 say
4 school
1 see
2 she
3 so
1 something
3 soon
1 Spot
4 Susan
4 tail
3 talk
2 thank
3 that
1 the
3 there
2 they
2 this
1 three
1 Tim
1 to
4 Tom
2 too
3 toys
1 two
4 under
1 up
1 want
4 was
1 we
3 well
2 went
2 what
1 where
2 white
2 who
2 will
2 with
1 work
1 yellow
1 yes
1 you

1 no	2 say	1 up
1 not	4 school	1 went
3 now	1 see	4 was
1 oh	2 she	1 we
2 on	3 so	3 well
1 one	1 something	2 went
4 our	3 soon	2 what
3 out	1 Spot	1 where
2 pets	4 Susan	2 white
2 pig	4 tall	2 who
1 play	3 talk	2 will
2 please	2 thank	2 with
2 pony	3 that	1 work
2 pretty	1 the	1 yellow
1 Purr	3 there	1 yes
2 quack	2 they	1 you
2 rabbit	2 this	
2 ran	1 three	
1 red	1 Tim	
2 ride	1 to	
1 run	4 Tom	
1 said	2 too	
1 Sally	2 toys	
2 sat	1 two	
2 saw	4 under	

FIRST READER VOCABULARY

VOCABULARY UNITS 5 - 8

6 after	6 color	7 from	5 lost
8 again	7 corn	8 gallop	6 made
8 along	7 could	6 give	5 man
7 an	8 dark	8 glad	8 many
7 another	5 day	7 gray	8 may
7 any	7 dear	6 green	5 maybe
7 apples	6 dinner	7 had	8 merry-go-round
6 as	6 don't	6 has	8 met
7 ask	7 door	6 head	7 milk
6 bang	5 Ellen	5 her	8 moo
6 back	7 every	8 hill	7 morning
6 basket	7 everywhere	6 him	8 Mr.
7 be	8 fat	6 his	8 Mrs.
6 began	7 feed	7 how	5 name
5 Bill	6 feet	6 hurry	7 Nancy
6 bird	7 fell	8 Jill	7 nest
6 book	8 fine	5 Jim	6 next
8 brown	5 first	7 just	7 night
6 busy	5 five	5 know	8 nothing
5 buy	7 fly	5 last	7 nuts
7 call	7 food	5 let	7 of
6 can't	5 found	5 live	6 old

FIRST READER VOCABULARY

VOCABULARY UNITS 5 - 8

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6 again	7 corn	6 gallop	6 made
6 along	7 could	6 give	5 man
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7 apples	6 dinner	7 had	6 merry-go-round
6 as	6 don't	6 has	6 met
7 ask	7 door	6 head	7 milk
6 bang	6 Ellen	6 her	6 moo
6 back	7 every	6 hill	7 morning
6 basket	7 everywhere	6 him	6 Mr.
7 be	6 fat	6 his	6 Mrs.
6 began	7 feed	7 how	5 name
6 BILL	6 feet	6 hurry	7 Nancy
6 bird	7 fell	6 Jill	7 nest
6 book	6 fine	6 Jim	6 next
6 brown	6 first	7 just	7 night
6 busy	6 five	5 know	6 nothing
5 buy	7 fly	6 last	7 nuts
7 call	7 food	6 let	7 of
6 can't	5 found	5 live	6 old

6 once
7 open
8 or
8 other
6 outdoors
8 over
6 paint
7 party
5 Patty
8 peep
5 pennies
5 Peter
5 pocket
6 poky
8 puppy
8 push
5 put
5 rain
6 read
8 road
7 robins
7 room
8 rooster
8 round
8 sang
6 sleep
6 slower
7 snow
7 some
5 splash
7 squirrel
6 stop
5 store
6 story
5 street
7 surprise
6 swish
5 take
5 them
5 then
6 things
7 think
7 thought
5 time
7 took
8 town
6 tree
5 umbrella
5 us
7 valentine
6 very
5 wagon
5 walk
5 way
8 wee
6 were
5 which
7 whom
8 why
8 wind
7 wish
8 woman
7 yard
5 your

8 sang	7 valentine	
8 round	8 us	
8 rooster	8 umbrella	
7 room	8 tree	
7 robins	8 town	
8 road	7 took	
6 read	8 time	
6 rain	7 thought	
8 put	7 think	
8 pupil	8 things	
6 poky	8 them	8 your
6 pocket	8 take	7 yard
5 Peter	6 swish	8 woman
6 pennies	7 surprise	7 wish
8 peep	8 street	8 wind
8 Patty	8 story	8 why
7 party	8 store	7 whom
6 paint	8 stop	8 which
8 over	7 squirrel	8 were
8 outdoors	8 splash	8 wee
8 other	7 sone	8 way
8 or	7 snow	8 walk
7 open	8 slower	8 wagon
8 once	8 sleep	8 very

STORY UNITS

I. Home and Family

A. We Look and See

1. Dick
2. Jane
3. Baby
4. Spot
5. Puff
6. Tim
7. Tim and Spot
8. Up and Down
9. Puff and Dick
10. Look and See
11. See Baby Go

B. We Work and Play

1. Work
2. Play
3. Spot Helps Mother
4. Spot and Tim and Puff
5. Spot Works
6. Big and Little
7. The Funny Baby
8. Spot Helps Baby
9. Up and Down
10. Mother Makes Something
11. The Little Cars
12. Father Makes Boats
13. The Boats Go
14. Something Funny

C. We Come and Go

1. Go, Go, Go.
2. Tim and Baby Sally
3. Puff and Spot
4. Come and Jump
5. Come and See
6. Spot and the Ball
7. Come and Help
8. We Go Away
9. Something for Spot
10. Sally Sees the Cars
11. Three Big Cookies

STORY UNITS

I. Home and Family

A. We Look and See

1. Dick
2. Jane
3. Baby
4. Spot
5. Puff
6. Tim
7. Tim and Spot
8. Up and Down
9. Puff and Dick
10. Look and See
11. See Baby Go

B. We Work and Play

1. Work
2. Play
3. Spot Helps Mother
4. Spot and Tim and Puff
5. Spot Works
6. Big and Little
7. The Funny Baby
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9. Up and Down
10. Mother Makes Something
11. The Little Cars
12. Father Makes Boats
13. The Boats Go
14. Something Funny

C. We Come and Go

1. Go, Go, Go.
2. Tim and Baby Sally
3. Puff and Spot
4. Come and Jump
5. Come and See
6. Spot and the Ball
7. Come and Help
8. We Go Away
9. Something for Spot
10. Sally Sees the Cars
11. Three Big Cookies

12. We Make Something
13. Spot Finds Something
14. The Blue Boat

D. Fun with Dick and Jane - Family Fun

1. See It Go
2. Guess, Guess
3. Something for Sally
4. Do What I Do
5. Father Helps the Family
6. Sally Makes Something
7. Pretty, Pretty Puff
8. Jane Helps
9. A Funny Ride

II. Farm Friends

A. Fun with Dick and Jane - Fun at the Farm

1. At the Farm
2. The Pony
3. The White Hen
4. A Family in the Barn
5. A Big, Big Dog
6. Puff Wants to Play
7. Funny Cookies
8. Two Pets

III. Pets

A. Fun with Dick and Jane - Fun with Pets and Toys

1. Fun for Little Quack
2. Little Rabbit
3. The Big, Blue Ball
4. In and Out
5. The New Toy
6. The Toy Farm
7. Jane Wants a Doll
8. Who Can Talk?

12. We Make Something
13. Spot Finds Something
14. The Blue Boat

D. Fun with Dick and Jane - Family Fun

1. See It Go
2. Guess, Guess
3. Something for Sally
4. Do What I Do
5. Father Helps the Family
6. Sally Makes Something
7. Pretty, Pretty Puff
8. Jane Helps
9. A Funny Ride

II. Farm Friends

A. Fun with Dick and Jane - Fun at the Farm

1. At the Farm
2. The Pony
3. The White Hen
4. A Family in the Barn
5. A Big, Big Dog
6. Puff Wants to Play
7. Funny Cookies
8. Two Pets

III. Pets

A. Fun with Dick and Jane - Fun with Pets and Toys

1. Fun for Little Quack
2. Little Rabbit
3. The Big, Blue Ball
4. In and Out
5. The New Toy
6. The Toy Farm
7. Jane Wants a Doll
8. Who Can Talk?

IV. Wild Animals

A. Fun with Dick and Jane - Fun with Our Friends

1. Sally Finds Friends
2. Who Can Find It?
3. Can You Guess?
4. The Funny House
5. A Ride with Mother
6. What Sally Saw
7. Fun at School
8. Pets at School

V. Our Friends

A. Our New Friends - New Friends

1. The New Family
2. Who Will Ride?
3. Fun intthe New House
4. The First Day at School
5. A Play at School
6. The Big Umbrella
7. The Lost Pennies
8. A Big Friend
9. Patty and Her Pennies

VI. More Animal Friends

A. Our New Friends - Our Friends at Work

1. Time to Work
2. Who Will Help Tom?
3. Sally Helps
4. Old Toy Horse
5. Making Boats
6. The Little House
7. Patty Reads to Baby

IV. Wild Animals

A. Fun with Dick and Jane - Fun with Our Friends

1. Sally Finds Friends
2. Who Can Find It?
3. Can You Guess?
4. The Funny Horse
5. A Ride with Mother
6. What Sally Saw
7. Fun at School
8. Pete at School

V. Our Friends

A. Our New Friends - New Friends

1. The New Family
2. Who Will Ride?
3. Fun in the New House
4. The First Day at School
5. A Play at School
6. The Big Umbrella
7. The Lost Pennies
8. A Big Friend
9. Patty and Her Pennies

VI. More Animal Friends

A. Our New Friends - Our Friends at Work

1. Time to Work
2. Who Will Help Tom?
3. Sally Helps
4. Old Toy Horse
5. Making Boats
6. The Little House
7. Patty Reads to Baby

B. Our New Friends - Our Animal Friends

1. Happy Finds a Friend
2. Puff Has a Ride
3. A Friend Comes To School
4. Piky Gets Lost
5. Bunny Boy
6. Who Took the Nuts
7. The Snow Party
8. Red Hen and the Valentine
9. A Home in the Tree

C. Our New Friends - Our Friends at Play

1. The Lost Toys
2. Playing Store
3. The Wind and the Umbrella
4. Jane's Dear Old Doll
5. Round and Round
6. The Wind and the Toys
7. The Birthday

VII. Story Book Friends

A. Our New Friends - Story Book Friends

1. What Was It?
2. Little Duck Talks
3. Dinner at the Farm
4. Dark Pony
5. The Big Brown Basket
6. The Merry-Go-Round

B. Our New Friends - Our Animal Friends

1. Happy Finds a Friend
2. Puff Has a Ride
3. A Friend Comes To School
4. Piky Gets Lost
5. Bunny Boy
6. Who Took the Nuts
7. The Snow Party
8. Red Hen and the Valentine
9. A Home in the Tree

C. Our New Friends - Our Friends at Play

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A. Our New Friends - Story Book Friends

1. What Was It?
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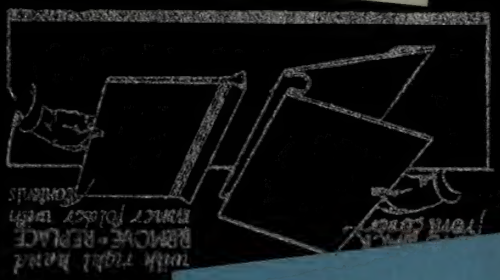

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